

School and Community

Vol. XXIV

DECEMBER, 1938

No. 9

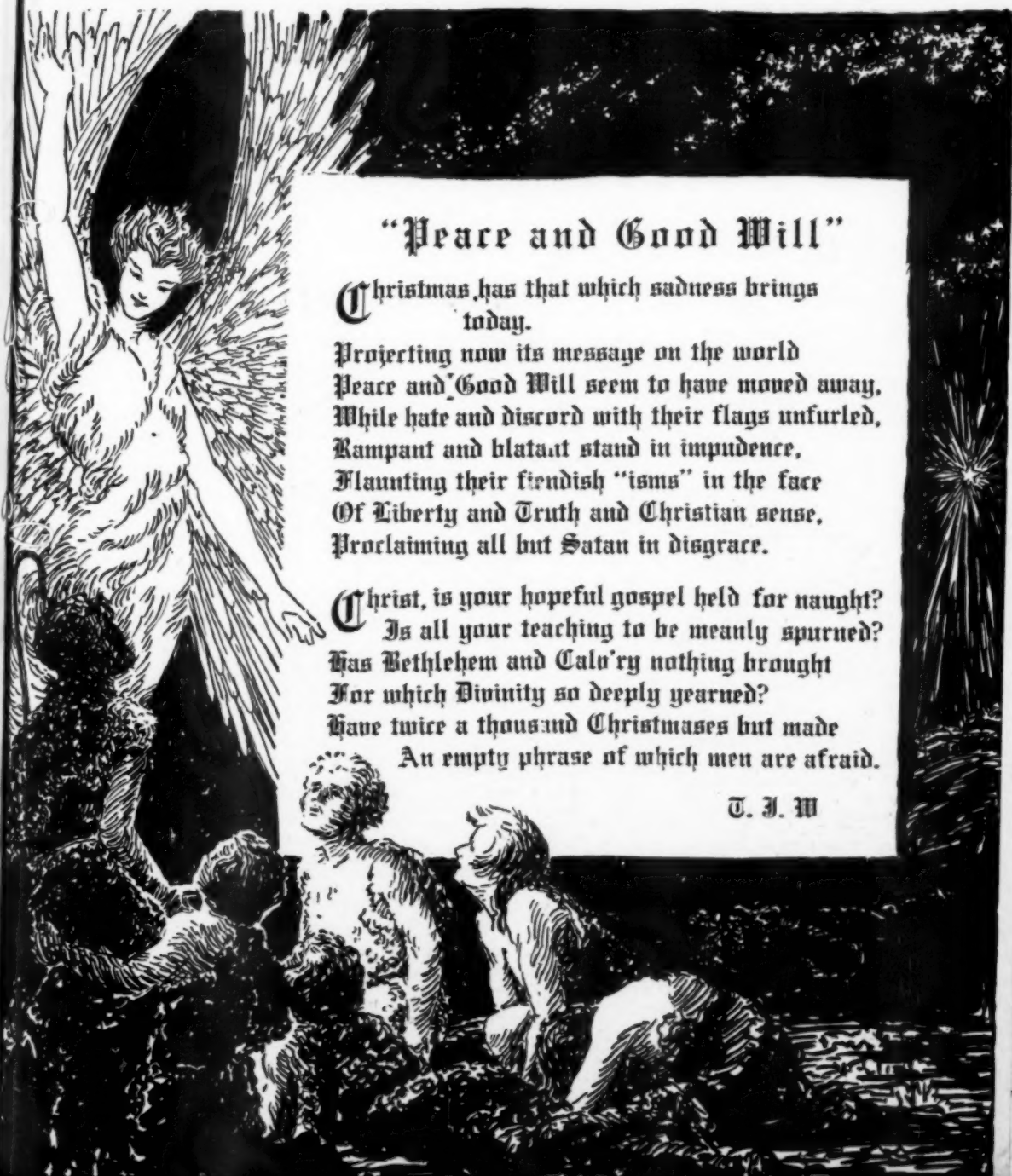
"Peace and Good Will"

Christmas has that which sadness brings
today.

Projecting now its message on the world
Peace and Good Will seem to have moved away,
While hate and discord with their flags unfurled,
Rampant and blatant stand in impudence,
Flaunting their fiendish "isms" in the face
Of Liberty and Truth and Christian sense,
Proclaiming all but Satan in disgrace.

Christ, is your hopeful gospel held for naught?
Is all your teaching to be meanly spurned?
Has Bethlehem and Calo'ry nothing brought
For which Divinity so deeply yearned?
Have twice a thousand Christmases but made
An empty phrase of which men are afraid.

T. J. W.



SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers Association
Send all contributions to the editor.

THOS. J. WALKER, Editor and Manager; INKS FRANKLIN, Associate Editor

Vol. XXIV

DECEMBER, 1938.

No. 9

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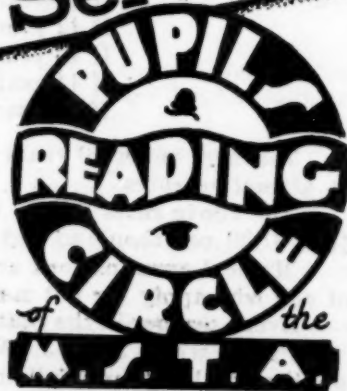
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IMPORTANT CONVENTIONS

The National Council of Teachers of Mathematics will hold its fifth December meeting with the American Association for the Advancement of Science, December 29 and 30 at Williamsburg, Virginia.

Department of Superintendence of the M. S. T. A., February 9-11, 1939, Columbia.

American Association of School Administrators, February 25-March 2, 1939, Cleveland, Ohio.

American Association of Junior Colleges, March 2-4, 1939, Grand Rapids, Michigan.

Annual meeting of the Association of Junior Colleges will be held at Grand Rapids, Michigan, March 24, 1939.

National Education Association Convention, July 2-6, 1939, San Francisco, California.

The World Federation of Education Associations will hold its meeting in Rio de Janeiro, South America, August 6-11, 1939.

Missouri State Teachers Association, November 15-18, 1939, St. Louis.



SCHOOL AND COMMUNITY



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No. 9

Thos. J. Walker,
Editor and Manager



December,

1938

Inks Franklin,
Associate Editor

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SINCE YOU have begun the molding
Of precious human clay,
Have you counted the cost of a failure
To the world of another day?

Have you thought of the many tomorrow's
When your models of clay shall be men,
And shall hold their place in a tumbled
world

By the hands you have given to them?

Have you thought of the time that is com-
ing

When your models of clay shall be men,
And shall see a joy in the working world,
Through the eyes you have given to them?

Have you thought of the darkened tomor-
rows

When your models of clay shall be men,
And shall speak new hope to a saddened
world

With the lips you have given to them?

Have you thought of a turbulent future,
When your models of clay shall be men,
And shall find their peace in a puzzled
world,

By the soul you have given to them?

Ah! Before you begin the molding
Of precious human clay,
Consider the cost of a failure
To the world of another day.

—Gertrude Neal

A TEACHER'S INVENTORY

When the days of the week are slipping,
And the end of the week rings true,
Have I been a dutiful teacher?

I ask myself, do you?

Have I taught the things that I should
teach?

Have I answered their questions right?
Have I given my pupils a goal to reach?
Have I taught them to see the light?

Have I been a fort in trouble?

Have I been a friend most true?
Have I met each day with a smile
I ask myself, do you?

O God, help me to be worthy
Of the task entrusted to me
To be a better teacher

My prayer shall always be.

—Velma L. Welker

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GOING HOME FOR CHRISTMAS in Colonial times was fraught with hardships unknown today. Imagine entering a modern hotel and meeting the sign shown in **HISTORIC CURRENTS IN CHANGING AMERICA** which proclaimed, "Not more than five in one bed," "No boots to be worn in bed," "Organ Grinders to sleep in the Wash House."

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PHILADELPHIA is the birthplace of American textbook publishing. Christopher Saur published texts for the schools here in 1690.

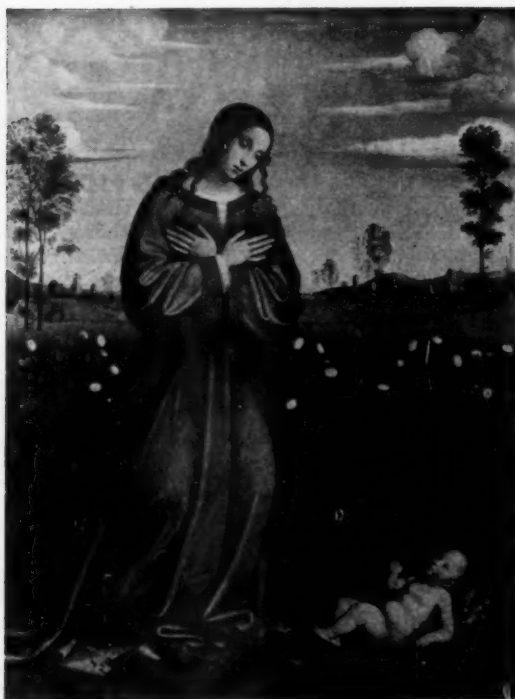
SUDETEN has long been a standard word in the gazetteers of German dictionaries. The **WINSTON SIMPLIFIED DICTIONARIES** (Advanced and Encyclopedic Editions) were the first popular-size American books to define it, along with many other new words added in printings this summer. The **WINSTON SIMPLIFIED** again demonstrates the aptness of its subtitle—"The Modern Authority."

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Madonna of the Rose Garden

by

FRANCIA



PAINTING AS A FINE ART, had its inception along with the spread of Christianity toward the end of the middle ages. At that time few people could read and there were no printed books for them to read. Pictures could be seen and understood by all. The early Church found them a powerful agent for making familiar to the masses, the teachings of the Bible as well as the simple religious and moral principles for which the Church stood. Gradually there developed a great number of artists of real talent, some of such inspirational power as to be leaders in the civilizing process which culminated in the Renaissance. Soon Artists were designing great cathedrals as well as palaces, and these they decorated with carvings in wood and stone and with paintings on walls and ceilings. They made designs for stained glass windows and altar pieces. The art of this period has never been excelled, and it was largely religious in its inception and content.

To this age and art movement we are indebted to the early Italian Masters like

Francia, the painter of the beautiful "Madonna of the Rose Garden" illustrated on this page. The Virgin and Christ Child has always been a favorite theme of painters, and a theme universally popular, somewhat because of the mother and child interest involved. These Madonna pictures have long enjoyed a well merited popularity throughout the entire Christian World. The picture illustrated here by Francia is a good example of the Madonna subjects produced in Italy during the 15th and 16th centuries. Such Madonna pictures although popular the year around, because of their universal interest to mankind, are especially appropriate for study and enjoyment at the Christmas season.

Orders for this material and all other supplementary material for carrying out the work of the Courses of Study should be sent to

Missouri State Teachers Association
Columbia, Missouri

Thos. J. Walker, Secretary

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EDITORIALS

CHRISTMAS AND DEMOCRACY

THE PREDOMINANT NOTE of Christmas is "Good will toward men." The message of democracy flows to the same refrain. Respect, reverence, and love for persons regardless of rank or station, race, or condition, is the theme around which the central figure of Christmas composed the symphony of His philosophy. Democracy echoes the same notes and finds in them the melody around which its orchestration must be built.

The core of Democracy and heart of Christianity are of the same substance. "He hath made of one blood all nations" and "all men are created equal" were written in different documents and 1800 years apart but both are contained in the foundational verities of the everlasting. Each recognizes the sanctity of persons, believes in their rights, has confidence in their basic goodness and faith in their improvability. Each points toward a code of conduct and practice through which all men shall live by these principles. Christmas above all other holidays brings to us a new faith in the fact that Democracy is built into the nature of the universe as expressed in the nobler nature of man.

Other forms of government, represented by totalitarian states, are the antitheses of Democracy. Force is set against respect, dictatorial edicts take the place of voluntary action, hatred and fear supplant love and confidence. The former are the forces of division, destruction, and death. The latter are the irresistible essence of growth, creation and life.

Christmas offers hints which in reality have more potentiality for the building of democracies than all the fine spun arguments of theorists. "Good will toward men"—that's democracy and it's peace. "All men are created equal"—that's a philosophy without ifs and buts. It's truth written large and deep. Freedom of speech, of press, and the right to be one's self are all included here.

As teachers we are prone to worry much these days as to what we should do to strengthen and make secure the democracy which we love and which others so cordially hate. Isn't the answer simply this: more democracy in our school rooms and all our school activities, and more democracy means more respect for each personality, more faith in the improvability of each boy and each girl and more constancy in our belief that states are made for men and not men for states, which inevitably leads to the corollary that schools are for children and not vice versa.

Christmas is as dead in the heart of a dictator as is democracy. Both should be alive today in the heart of every American teacher.

GOOD TEACHERS— THE SOLUTION

AT REGULAR intervals it is well for us to be reminded that by all odds the most important factor in education from the standpoint of the boy or the girl actually in school is the teacher which he or she has. We become so involved at times in technical problems of organization, in the routine administration of schools, in the building of beautiful buildings, or in some passing fancy which touches only the fringes, that we lose sight of the opportunity to make an attack at the very heart of the situation itself.

If it were possible to have an excellent teacher in the room with every child all of the time, we would be approaching Utopia, educationally speaking. A real teacher will do a fair quality of work in spite of handicaps under which she labors, while a poor teacher will do an inferior job regardless of physical surroundings. It is true, however, that a good teacher can do a better job if she has an abundance of materials and equipment with which to work.

"As is the teacher, so is the school" is a saying trite but true. Should we not constantly grapple with the problem whose solution offers the greatest good?—E. K.

MONEY FOR ACTIVITIES

THE AVERAGE American parent is making an honest attempt to see that his children receive an education. In a number of cases these efforts by parents extend as far as the family budget will discreetly allow.

The school should be cognizant of the parents' good intentions and

should cooperate with the home in planning an educational program that will require a minimum expenditure of money for maximum value received.

It is difficult to conceive of a father or mother who is not willing to make dire sacrifices in order that the school needs of their children be met.

A pathetic situation develops when the pupil needs money for something, whether the need arises from a curricular or extracurricular activity, and the parents are unable to meet the need.

Is it possible that administrators and teachers, busy with the duties of the day, fail to recognize the complications that may arise when the students in their school are called on for money? The number of activities and functions requiring money have continually increased. The amount of money needed for any one of these activities or functions at any specific time is small but the total amount needed during the school year may create a sizable burden for some.

Shall we strive to plan our educational experiences so as to make a minimum demand on those people with low incomes?—I. F.

LET'S WEIGH THE RESULTS

THERE are those who view with alarm the progress which public education is and has been making. Speakers wax eloquent, and rightly so, over the deficiencies of an educational program, but few if any attempt to portray the many significant improvements which have been and are being made.

Contrast the rural school of today in your old home district with the one which you attended (if you attended

one) as regards water supply, play ground, seating, toilets, library, textbooks, building, and preparation of teachers. The two pictures visualized will be strikingly different.

Compare the high school you attended with the same high school today. Country children are on a parity with town children. Teachers are more interested in pupils. Indoor toilets and drinking fountains have been installed. The content of courses has been liberalized and vitalized. Curricular offerings have been increased and

no longer must all students graduate with the same sixteen units of work. Fights between pupils and between pupils and teachers have disappeared. Magazines and newspapers are now in the reading room. Democracy has replaced or is replacing autocracy in the administration of the school. Freedom and activity are supplanting suppression and passivity.

All in all, when we stop to consider, the past decade has been one of change and progress generally speaking.—E. K.

MUSIC—THE SPARE TIRE

by J. N. Quarles

WHEN WE TAKE an automobile journey, either for business or pleasure, we *always* carry a good spare tire. We seldom use it but merely having it gives us a feeling of confidence which adds greatly to the pleasure of the trip.

When we think of the lack of cultural equipment of many of our present day school children and when we think of the great amount of music which is available in the daily lives of all of us, school people who are not making any effort to equip their students musically are overlooking an excellent opportunity to give them a valuable spare tire for life's journey.

Going from schools which offer no music we come to schools of the other extreme, those where the superintendent and supervisor of music have been and still are being led beyond sound educational practices by motivating musical education for the one purpose of winning contests. When educators are compelled to resort to competition as the prime motivating force for educational purposes, placing school against school, class against class, individual against individual, creating inferiority and superiority complexes side by side, and all in the name of democratic education, it is probably time for a revision of their educational thinking. Too much competition is dangerous for any educational program.

A music department does not have to win contests to function effectively. Former music students of many schools that never won a single contest are successful music supervisors and teachers, members of college bands, winners of Curtis Institute scholarships and radio singers, but they were not motivated to reach these places in the music world by winning contests. There are other former high school musicians who are now members of community bands, church orchestras and choirs, and other

community musical organizations all over the country, but their training for community service was not brought about by competitive music. Then there is still another group (and this is by far the largest group of the three) the members of which have done nothing with their music since they left high school. They will probably add little to the active production of music other than being intelligent consumers of the music about them, but before many years they will be parents and members of the boards of education of the schools of our country. The background and culture which they received from passive participation in and active appreciation of school music will make them more efficient citizens, for participation in a school musical organization, functioning the best it can, represents a successful community where each individual is making his best personal contribution to the whole group activity. Music appreciation, to this largest group, is the spare tire, perhaps of little or no intrinsic value to the individual, but a valuable cultural background which gives a feeling of confidence to life's long journey, adding zest and pleasure to living.

If administrators will properly interpret the desires of school patrons in their communities, music will be a part of the educational equipment of all students who desire it. The majority of parents in every community want their children to learn music in some form or other. The two most common phrases regarding music which the present generation of parents use are: "I wish I had learned music," or "I wish I had taken more music." Why do so many parents feel the need of music? It would not add anything to their earning ability nor would they change their business or profession to music. They are expressing their feeling of need for a spare tire.

So long as school patrons are furnishing the raw material and meeting the payroll of our democratic educational plants, why not equip the finished product more completely in accordance with their wishes? Why not turn out the new model with music, the spare tire, as standard equipment?

"How Much Do We Care For Our Children?"

A Radio Address by DR. HARRY EMERSON FOSDICK over NBC Network,

November 13, 1938.

Published by permission of the author.

AT A TIME when gigantic problems confront the world it may seem at first preposterous to center attention on children. Armistice Day came day before yesterday and this year it had a special poignancy. So recently we have looked, as it were, into the pit of hell, facing the prospect of another war! What have children to do with all this. To which I answer: Might it not help if for a few moments we should select a single point of reference, a familiar factor close at hand, and ask, What about that? We are not evading the world's serious situation today, but we are doing something, you may be sure, that will not be done anywhere else on earth except in a Christian church. We are putting a little child in the midst of it and asking, What about him?

After all, it is not strange that a Christian should do this since Jesus did it first. In one of the most serious discussions He ever had with His disciples, the eighteenth chapter of Matthew's Gospel tells us that He called a little child and set him in the midst of them. There He made that child the touchstone and criterion of the whole revolution which He proposed in man's ethical ideals—becoming like a child the test of spiritual greatness, welcoming a child the test of receiving the Divine, wronging a child so heinous that, for the guilty man, it were better that a millstone were hanged about his neck and he were cast into the midst of the sea. Nothing like that had ever happened before—a child set in the midst of a discussion of world issues and made their test and criterion.

The Child in The Evolutionary Process*

In this endeavor to see our situation oriented with reference to childhood, the first difficulty, of course, is that some will suspect sentimentality. Upon the contrary, to see life in terms of a child is one of the most realistic ways of looking at it. From the standpoint of evolutionary history, this is profoundly true. It was no sentimental matter when ages ago a human child was introduced into the evolutionary process. That was one of the most creative events in history! Ask the scientists, and they will tell you that every decent, ethical element in human life grew up around the child. Those ancient evolving organisms, half-brute, half-man, had lived in beastly fashion till the child became central in their experience. A human child has a prolonged infancy and is unable to cope with the world for years after birth, needing, therefore, to be taken care of, and depending on love and self-sacrifice. Hence the whole ethical life of man grew up around the child. The first human altruism was for him. The first self-sacrifice was for him. The first cooperative loyalty was the family's united support and sustenance of him. The child in the evolutionary process was in a true sense the creator of every impulse of unselfishness and goodwill that mankind knows. When Jesus set a child in the midst of his disciples as test and criterion, he was doing what nature, evolving man, had done millennia before.

Babies More Decisive Than Battles

As for the realistic import of childhood in difficult times like these, a recent biography reminds us that the year 1809, about 130 years ago, was a bad time for the Western World. Napoleon was in the saddle then. His dictatorship, like Hitler's now, over-shadowed Europe, his battles and victories were dominant news, and evil as our times are I suspect that 1809 was as bad or worse. Then we read of the babies that were born that year. Abraham Lincoln was born in 1809, and Charles Darwin, and William Ewart Gladstone, and Cyrus McCormick, the inventor of the harvester, and Tennyson and Edgar Allen Poe, and Oliver Wendell Holmes, and

*Sub-heads by the Editor.

Mendelssohn. What new eras such men ushered in! Who could have guessed it? How much more decisive the babies were than the battles! We have had books galore on the fifteen decisive battles of the world and such like. Why does no one write more intelligently about the decisive babies of the world? That would go deeper! Imagine a Divine Being looking down upon those stormy and dismaying times, and how certainly he would have thought first about those children.

In the first place, consider that when we see our present situation with a little child in the midst of it, the initial effect is to make us penitent, not sentimental. I am not going to disguise under any preaching masquerade my emotions about the world today. Thankful beyond expression for at least this interlude of peace, no thoughtful man can be complacent about the terms of that peace or about the threatening situation that underlies it. We had better be penitent! The generation to which we older folk belong, which during these last twenty years has been ascendent in power, has failed in one of the greatest tasks ever committed to man. We Americans have had no small share in that failure. We, the nations, could have organized the world for peace, and we have not. Think up all the explanations and excuses possible, but when one sees pictures of babies killed by Japanese bombs in Canton or by Spanish bombs in Barcelona, or thinks of what is befalling Jewish children in Germany now, how shoddy, shallow, and unconvincing those excuses are! When in the midst of this war system that dominates the world a little child is put, it becomes downright intolerable!

The well loved Dick Sheppard, Dean Sheppard of St. Paul's, London, was a chaplain during the Great War. One day at the front a young soldier, shot through the neck, died in Dick's arms. At the end the young fellow was thinking most about the baby his wife at home was expecting. "If it's a boy," he whispered, "I'm glad he won't have to go through this. This is a war—to end war—isn't it?" And Dick consoled him, for he, like all the rest of us, believed it too, saying, "Yes, Yes,—a war

to end war!" Well, if the baby was a boy, he's about twenty-one years old now. I wonder if he's married too, and if his first baby is on the way, and what he and his wife have been going through in England these last weeks. It's when we boil down this war system into its concrete human meaning and see what happens to the children, generation after generation, that we get closest to its essential nature.

One of the first protests against war in history was a drama of Euripides', "The Trojan Women," first played in Athens in 415 B. C. What was his symbol of war, his picture of its ultimate meaning? A panoplied soldier, armed to the teeth and bristling with courage? No, not that! Nothing at all like that! Even then his symbol of war was a solitary old woman with a dead baby in her arms. Call Euripides a pagan if you will, but even he knew enough, when thinking of war, to put a little child in the midst of it. If he could come back now, what would he say? We moderns need a new word for war. Up to the very threshold of our day, fighting men went out to battle and the families at home anxiously and prayerfully waited for the news of them. Now, however, that is reversed, and the fighting men at the front will wait with anxious dread for news of their bombed babies at home. That is war, and how close to it we have been!

Walter Lippmann is right. Another world war will not be won by military victories on the battlefields but by national strategies, like blockades, that will enable one side to wear down the other. That side will be defeated, Lippmann assures us, that becomes "too tired, too hungry and too demoralized to fight on." And when you think of a whole nation too tired, too hungry, too demoralized to fight further, what are you implying about the children?

To Care for Children Basic in Peace and War

Let us go further now and note that our emphasis concerns not war alone, but peace time too, and that just as soon as we begin really to care about childhood, we must care about the constructive, creative forces that get at human life before the mistakes are made, before the personal and social catastrophes fall. To care about

childhood is to put into practice in the most constructive of all ways the adage that an ounce of prevention is worth a pound of cure.

Let us put this truth into a vivid, even though it be incredible, picture. Suppose that we knew that fifteen years from now the police force and all the agencies of criminal detection and punishment in New York City or any city you happen to live in would be abolished. Our first reaction would be horror, would it not? To live in New York under such conditions would be impossible. Do you not recall, some of us would say, that a few years ago in Boston the police force went on strike for only a few days? Some of us who were there will not forget that sinister spectacle of the underworld, released from fear and welling up to make property and life unsafe and the foundations of social order insecure. Fifteen years from now New York's police force abolished—that would be intolerable! Suppose, however, that that still remained a fact. Would not our next reaction be clear? If, we would begin to say, if fifteen years from now we are not to have coercive protection against the finished criminal, then we must begin to do something constructive about it now. There are areas of this city concerning which for years the social workers have said that like mills they turn out criminals. Fifteen years to go, then, we would say, with boys and girls in the city now, living under economic, family, and recreational conditions where there is not a decent chance of their not being social liabilities. If we are not to be protected by force against the danger of these boys and girls grown to maturity, then let us do something constructive for them now to prevent their being social menaces. Would we not say that? Would there not be an uprising of public sentiment and an awakened consciousness of childhood as the crux of the matter, where constructive prevention could displace nine-tenths of our coercive cure? Well, why don't we do that now?

Danger of Dependence on Coercive Repression

The stupidest thing in America is the way we spend time, effort and money on the coercive repression of evil, when a

tithe of the expenditure made on the constructive care of childhood would accomplish incomparably more.

This, so it seems to me, has direct bearing on a matter that should gravely concern all thoughtful citizens. Who does not feel today the growth of the habit of dependence on coercion? The growth of governmental coercion is not an affair of dictatorships only, but of democracies too. I am not denying that in our new, complicated system of technology there is bound to be an expansion of governmental power and function. That, I suppose, is inevitable. Long since we have displaced individual pumps in our backyards with municipally-owned waterworks, and that's an expansion of governmental function our early forefathers never dreamed. Nobody, however, feels inwardly, personally coerced by that. There is something else in the air now, however, something atmospheric and spiritual, that all sensitive people must feel—a growing habit of national dependence on coercion. But a nation is great only insofar as it can rely on the uncoerced character of its citizens. Underscore that! A nation is really great only insofar as it can rely on the voluntary, uncoerced character of its citizens, acting on personal initiative from within. If a people cannot, in the long run, bank on that uncoerced quality in its citizenry, it is sunk!

When, however, we talk about that, we are talking about childhood. We cannot conceivably get reliable, high-minded, uncoerced character in our citizens unless we start with childhood and the creative, constructive forces that work from within, that supply the faiths undergirding character, the inner motives that drive character, the social loyalties that marshal character. This nation, despite itself, is going in one direction or the other. Either it will grow more child-conscious, more aware of the deep meaning of the constructive forces that build inner, reliable, voluntary character, or else it will have to grow more coercive. It will be one or the other.

At the opening of Columbia University this Fall President Butler in his address said that one of the saddest happenings of the last fifty years was the weakening of three institutions in the nation—the fam-

ily, the school, the church. Whether you agree or not with all President Butler's opinions, he is concerned about democracy, and you cannot have democracy except on the basis of trust in the uncoerced character of the citizens. But you cannot, in the long run, repose trust in the uncoerced character of the citizens except on the basis of good homes, good schools, and good churches, the three institutions where childhood is of prime importance, where from the best of the past to the children, the hope of the future, are handed on the great traditions of family love, intellectual life, and sustaining faith.

This is a truth that sits down at last on every man's doorsill. It is easy to slough off individual responsibility for some aspects of the world's crisis because the problems are so vast, but no one of us can say that he can do nothing for a child or for those institutions whose central responsibility is childhood. I hope some of us are already talking to ourselves individually about our family life, about our influence on some child, about our attitudes if we are in a school, about how much our churches would be able to do for the children if every one were like us, about our share in the responsibility for that saddest happening in America's life in half a century—the weakening of the home, the school, the church. Either we are going to strengthen these character-building institutions where the child is central, or else we will perforce have to become more coercive.

Summary

This, then, in brief is the pith of the matter. In the evolutionary process the decent, unselfish, and loyal faculties of man grew up around care for the child, and much more needed decency and goodwill would come if we could really see what Jesus meant when He put a little child in the midst of His disciples. As I grow older, some of my strongest stimulus comes from childhood. I do not mean now merely the charming qualities of childhood. I mean stimulus, the incentive to fight on through defeat and discouragement for

causes everlastingly worth while because there are children in the world who must not be defrauded. As a Christian minister I suppose I ought, in days of strain and tension, to find my strength in God. Well, I do. In the background of life there is the sustaining faith in the Eternal Purpose that will not let us down, and in resources of dependable power that give adequacy for daily life. There are days, however, when mankind is so brutal and stupid that like many a believer of old I am tempted to talk rebelliously to God. You made the world, I would say to Him, and you can take care of it; don't roll on us the responsibility for this insane business; I'm tired, and cynical, and out of heart, and want to rest. But even so, when life looks like that, just to think of one's children or, one's friend's children, gives renewed strength to a decent man. Once more the ancient secret of evolving goodness is repeated—He cares for a child. The children are worth while. Nothing on earth is more worth while than they. They are the incarnate future tense of mankind. They are the seed corn of the race. Generation after generation they come up fresh from the dawn. While there is childhood there is hope. So for democracy and liberty, for social justice and brotherhood, for peace against war, for Christ and His Gospel, we will keep the faith and not surrender. We must not let the children down. A little child in the midst of us is not so much a matter of sentiment as a challenge, as though once more the old saying of centuries ago had come alive again—"a little child shall lead them."

This transcription has not been proof-read
by Dr. Fosdick

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The common school is the greatest discovery ever made by man. It is supereminent in its universality and in the timeliness of the aid it proffers. . . . The common school can train up children in the elements of all good knowledge and of virtue.

—Horace Mann

A Modern Miracle

By
Mary Howard Hix

WHEN WE read in the Bible of a boy being raised from the dead we call this a miracle, and surely a miracle happened in 7-B just about this time last year for Junior came to life, suddenly one day in Art class. Winter in the air and a holiday spirit in the stores, especially in the toy departments, will always make me think of Junior.

7-B looks much the same each September. They come into class the first day some small, undernourished, and timid even barefooted, still little children in mind and body. Others are quite mature physically and I know from experience some of these will drop out of school to be married before the year is out. The one thing that I am sure of is the fact that all students placed in 7-B have made a poor record in elementary school. There are usually some disciplinary problems in the group and these receive my first attention because I know that if I can interest them in some form of Art work and keep them really busy they will soon cease to cause trouble in class.

Junior did not come to my attention for several days because there was nothing unusual in seeing a large boy fifteen or sixteen years old in 7-B and he was very quiet. Soon however, I realized that he was doing nothing. He refused to take paper, crayons, or paint when they were passed and took no interest in anything around him. When the other children put their drawings on the bulletin board and we talked about and admired them Junior never lifted his eyes from the top of his table. His expression never changed unless I urged him to do something, then his head would sink lower on his chest and a deeper scowl would spread over his face.

I tried everything available in the Art Department but nothing tempted him, crayons, water colors, tempera, ink, and colored paper received not a glance. Our department is very limited in supplies so

the mediums available were soon exhausted. I even hunted around and found some clay for him, that we could not afford to buy for the rest of the class.

Finally I went to his other teachers and found that his lack of response was the same in all classes. His mathematics teacher in desperation one day said, "Junior if you don't hand in a paper today I will punish you severely." At the end of class he handed in a paper for the first and last time, but it was perfectly blank not even containing his name.

The weeks and months went by and in despair I was nearly ready to admit defeat. Father Flannigan has always maintained that there is no such thing as a bad boy and I have always said that there is no child that I cannot interest in some form of art expression.

For the past few years some department has sponsored a toy project each fall. Just before Christmas we collect all the old and broken toys in town. The boys in the woodworking class mend them, the art classes make them look quite new with fresh paint and the Home Economics girls dress all the dolls in the latest styles.

The toys are all brought to the Art room where they are sorted carefully, for a great many of them are as good as new when given a coat of paint. The broken ones are carried to the Woodworking class and because Junior was one of the largest boys and never doing anything I always had him to carry the broken toys to the shop.

One day he came to me with a little wagon in his hand. "Miss Hix", he said, "If I had a hammer I believe I could fix this." That was the only voluntary sentence he had ever spoken in all the weeks spent in my class and as I hurried to secure the hammer a cry of joy nearly escaped my lips for I knew that at last there was a stirring of life in this boy. Soon he came up to me again and said that if I would let him bring his tools and a board tomorrow he could fix it right for it needed a new board across the end, that is if I wouldn't mind the hammering in class. When he came the next day he brought an arm load of wood, a saw and pockets full of nails. In a few minutes the wagon was neatly mended and in a mo-

ment of inspiration I said. "Junior I bet you could make a wagon just as good as that one out of all that wood on your desk and hammering and sawing in class won't disturb us one bit." I am afraid I forgot the nerves of the teachers in the rooms beneath my class.

At last his expression changed and a miracle happened for Junior came to life. He grabbed his saw and hammer as a starving dog would a bone and the entire class stood as if spellbound while he rapidly and efficiently fashioned as good a little wagon as I have ever seen, even to the round wheels that would actually roll. By

the end of the period it was complete with tongue and seat.

The next day it was painted and the class crowded around and admired the finished product until Junior's eyes glowed with pleasure, for he had always been completely ignored by the rest of the group. From then on Junior was the busiest boy in class. He made all kinds of furniture, doll beds, dressers, tables and chairs painting them carefully. We all agreed that they looked just as nice as the factory made ones, and I will always believe that I saw a miracle happen in 7-B.

The Industrial Arts---For Whom?

Ella Victoria Dobbs

LISTENING with deep interest to the discussion of the problems growing out of the great increase in enrollment in our high schools and particularly the difficulties in the orientation of the non-academic pupil into a program planned originally to prepare for college entrance it was gratifying to note the almost unanimous acceptance of the practical arts as an essential factor in the solution of these problems. It seemed like the ripening of a long awaited harvest to one with a background of fifty years of teaching, some forty of which had been spent in the field of the industrial and applied arts and which had included the indifference and opposition which try the soul of the pioneer.

In the discussion of the likenesses and differences between the academic and non-academic pupils, certain view points seemed quite generally accepted, i. e.—

- that the academic type is of higher mental calibre, more capable of abstract thinking:
- that it is chiefly the slow boy who is non-academic:
- that the non-academic type needs practical or industrial arts because handwork does not call for the abstract thinking involved in the academic subjects.

These generalizations overlook certain points which might help in the solution of the problem. Without challenging the plans advised for the slow boy, it often

happens that the non-academic pupil is not slow but is so keen mentally that his thoughts are long, long thoughts, running ahead of the remote connection between book subjects and practical life into the industrial and business world he longs to enter. The remoteness of the school program irks him and seems so like child's play compared to the real world of business that he wants to quit school and take up any real job available. If a legitimate job is not available, his longing for a job equal to his powers too often finds an outlet in a criminal escapade.

Such a boy often does outstanding work on mechanical projects, going far beyond his age-grade level in understanding the "abstractions" of advanced mechanical processes because of his superior mental ability. He is able to "think through" a complicated process and see what is to be done and how it is to be done before any tools have been touched. He is able to prepare a working drawing of a complicated project and estimate accurately the measurements and methods to be followed, before selecting the material with which he is to work.

In the second place the "abstract thinking" of the academic type not infrequently runs into the realm of the visionary and impractical and develops into the "absent-minded professor" type of adult who has furnished material for so many jokes.

In the methods common in the two fields there seems to be this difference. The ab-

stract thinking of the academic type, being unrelated to tangible material, may be largely speculative. In the abstract thinking related to the planning of a project in tangible material, the plan must be workable, the parts must fit, the machine must work. The thinking must be more definite. It is beyond the realm of the speculative and visionary.

The moral to this tale is that instead of thinking of the industrial arts only as a group of easy processes suited to low mentality, it is no small part of the glory of the industrial arts teacher that he can often succeed where the academic teacher fails because the materials with which he works are so closely related to real life and human nature, and permit such varied application.

And further, the high mentality of the academic pupil needs the industrial arts program to test his abstract thinking and save him from the plight of the absent-minded professor whose thoughts are so high in the clouds that he forgets that he has had his breakfast and appears a second time at the table, or, as was recently published of a very famous genius, uses a check written in four figures for a book-mark and then loses the book.

Another illustration may be drawn from common practices in teaching art. Designs may be made on paper—for a rug, let us say. The paper design may be very attractive in color and pattern but quite impossible of application in any materials or process because the designer is unfamiliar with rug-making procedures. The same situation may occur in any plans relating to tangible materials.

In the less evident but none the less practical situations in social affairs, theories must work in practical application. It cannot be a good theory if it does not work in practice. In the words of Prof. Laurie "Sound theory is sound practice become conscious of itself."

If these statements are accepted it follows that the *practical arts* are valuable for all pupils, since they help the pupil find himself through personal experience in his own work. These processes are so varied that something may be found to fit practically any situation. The timid find encouragement in the completion of a useful product. The visionary and careless find a check on their methods. The clever find a challenge to their ingenuity.

These and many more.

SAYINGS OF STUDENTS

"I want to change my schedule."

"Oh, I'll be late for class."

"What happened to the inkwells?"

"Do you think that I will pass?"

"Where did you put my gym shoes?"

"I think I've lost a book."

"Why must I take hist'ry

When I want to be a cook?"

"What was the assignment?"

"Oh gosh, was that a gyp?"

"I'll meet you at your locker"—

"I've lost my make-up slip."

"Would you like to buy a ticket?"

"Do you know your lesson well?"

"I forgot to pay my dues this month!"

"Thank goodness, there's the bell!"

—Peggy Braxton

A Rural Teacher Looks Into The Activity Movement

By Herbert B. Cooper

WHAT ARE THE advantages of teaching activity units in the rural school?

The activity units use the whole community. If you visit a rural school this term, you will find the pupils interviewing pioneer residents, making field trips to obtain specimens for a nature museum, collecting old heirlooms for exhibits, making tours through industrial shops, presenting plays for the patrons of the community, etc. The rural teacher welcomes the opportunity to keep her community school-conscious. Most laymen of the rural community are conversant with governmental and international affairs, but few know anything of their own school.

The pupils and teacher have more time to carry out the various activities included in the new educational program. The daily program is now divided into longer periods of 40 to 80 minutes each, hence both teacher and students have more time to plan, to organize and to do. Children are called upon continually to meet new situations, in which new knowledge, attitudes, and habits are needed.

Activity units actually make provision for individual differences. How can a teacher of a one-room school include separate procedures for the different levels of difficulty without using the new integrated program? Activity units provide for a continuity of interest so often lacking in day-by-day teaching and furnish leads to other allied interests. They act as a tonic to both dull and brilliant pupils.

The classroom becomes a learning situation for everyone concerned. As the rural teacher leads her pupils through the processes of acquiring, improving, and fixating in her own community with the instructional equipment and supplies available, she is often obliged to enter new fields of knowledge and interest in attempting to meet the children's needs. Perhaps the greatest value of the activity unit is in the growth it provides for the teacher.

When should an activity unit start?

The activity begins the day children enter school. I think of "activity method" as an eager and active quest for knowledge which children pursue because they have become *interested* in the how, the why, or the what of some part of their environment. The teacher can guide the interests of children by providing for them an environment which will at once give them familiarity and security as well as stimulate curiosity, observation, and investigation.

How does an activity unit originate?

Can an activity unit be worked out before presentation to pupils? Does the teacher choose a unit of work and impose it on her class?

Only the planning of the fundamental concepts of any unit can be anticipated beforehand. Our complex social world demands a guide or course but an activity may take a direction different from that anticipated in the beginning. Any teacher's plans should be sufficiently flexible to allow for modification and change of emphasis. A brief sketch of the proposed unit may be used as a guide and as a starting point for measuring the child's progress.

The place of skill and drill subjects in activity units.

Reading, spelling, English, art, etc., will have a place in all units. Arithmetic may be included if it logically belongs in the activity. Much incidental teaching of arithmetic can be included in activity units but there is still a place for arithmetic as a separate subject.

Easiest field for an activity unit.

The field of social science offers rich and extensive possibilities for activity units. The problems of the primary group which is the home, to the problems of the secondary group in civic affairs, country, town, and city life, and human relations will challenge pupils from primary levels on through life in our complex social world.

What is a basic vocabulary and how large should a vocabulary be before participating in the activity program?

Basic vocabularies change constantly throughout our lives and they vary with the amount and quality of reading we do. No two of us have the same vocabularies. Words which we recognize and interpret at sight and which are useful to us in determining the pronunciation or meaning of unknown words are basic. Children should recognize about 50 of the most commonly found words in pre-primers before beginning to read from them.

Report of the Executive Committee to the Assembly of Delegates 1938

Presented To and Adopted By Assembly of
Delegates M. S. T. A. Convention,
November 16, 1938

Reports of Other Committees

The By-Laws of the Association require the Executive Committee to present to the Assembly of Delegates the reports of certain other committees. As has been the custom for several years, however, the reports of other committees will be presented by their respective chairmen.

Proceedings of the Executive Committee

The constitution of this Association enjoins the Executive Committee to present to the Assembly of Delegates a report of its own actions and recommendations. That injunction may properly be interpreted as including within its scope a report of the things done by the Headquarters Staff under the direction of the Secretary of the Association, since he is chosen by the Executive Committee and is responsible directly to it.

Finances

In the report of the Executive Committee a year ago it was estimated that the receipts and expenditures of the Association for the fiscal year beginning July 1, 1937, and ending June 30, 1938, would be approximately equal. The accuracy of that estimate is shown by the fact that the difference between actual cash receipts and expenditures for the period mentioned was only \$422.45, expenditures exceeding receipts by that amount. Despite a slight reduction in net worth during the last fiscal year, the Association had on July 1, 1938, approximately \$49,700.00 in cash and bonds. Consequently, the organization would seem to be in excellent shape financially.

The indications are that, for the fiscal year beginning July 1, 1938, and ending June 30, 1939, receipts will be about the same as for the last fiscal year, but expenditures considerably greater. It is probable that, because of our rather ambitious legislative program, expenditures this year will exceed receipts by \$6,000.00 or more. That probability throws in bold relief one reason for the maintenance of a considerable financial reserve. Sometimes conditions demand expenditures beyond current income.

Statements summarizing the financial operations of the Association during the last fiscal year, showing its financial condition at the end of the year, and presenting estimates of receipts and expenditures for the current year have been prepared and are available to the members of the Assembly in printed form.

Enrollment of Members

In the report of the Executive Committee a year ago it was predicted that the number of members of the Association enrolled for the fiscal year ending June 30, 1938, would exceed 24,000. Association records show that

the number of members from whom dues were collected for that year plus the number of life members, was 24,360. That was the greatest number of memberships in the history of the Association, but the indications are that it may be exceeded by the number for this year. The number of membership receipts issued prior to this meeting was greater than the number issued prior to the meeting in St. Louis a year ago.

The present roll of Association members stands as a fitting testimonial of the faithful services rendered by our late Secretary, E. M. Carter. When he became permanent Secretary of the Association on August 1, 1915, the organization had a membership of approximately 6,220. During Mr. Carter's first year as permanent secretary, the number of members increased to 7,900. At the end of twenty-two years of service, he could look with pride on a membership roll of more than 24,000, and could feel that his goal, "100% everywhere," was clearly in sight. The fact that this year's enrollment bids fair to exceed that of last year suggests that Mr. Carter's enthusiasm has been caught by the teachers of Missouri, and that his spirit is marching on towards the goal he so long envisioned.

Headquarters Staff

The death of Mr. Carter on December 28, 1937, removed from our midst the one on whom we had long relied for inspiration and leadership in whatever the Missouri State Teachers Association undertook. Fortunately, however, he had surrounded himself with helpers who were able to carry on the work of the organization he had built so carefully. In order that they might have authority to carry on, the Executive Committee on December 31, 1937, named Mr. T. J. Walker as acting Secretary-Treasurer and authorized Mr. T. E. Vaughan to continue as Assistant Secretary and Business Manager. After thorough investigation and careful consideration of the matter, the Executive Committee on April 12, 1938, elected Mr. Walker as Secretary-Treasurer, left Mr. Vaughan in the position he had occupied for several years, and agreed to name two new assistant secretaries. Finally, on July 27, 1938, the Executive Committee chose Mr. Everett Keith and Mr. Inks Franklin as assistant secretaries, the former to do work in the field of public relations, and the latter to help on publications, including School and Community. It was the hope of the Executive Committee that an enlarged headquarter's staff would make it possible for the Association to render still greater service to its members and thus contribute more to the cause of education in Missouri.

Teacher Retirement

In the report of the Legislative Committee as presented to the Assembly of Delegates and adopted by that body in St. Louis a year ago, the following paragraph appeared:

"We recommend that a special committee be appointed to draft another teacher retirement proposal, that the work of such committee be begun at once, that a proposed bill be submitted to the Legislative Committee within four months, and that it be published in School and Community as a basis for study by community teachers associations."

Taking that resolution as a mandate, the Executive Committee on January 21, 1938, appointed the following named persons as a special committee to draft another teacher retirement proposal:

Supt. W. A. Hudson, Deering, Chairman
Dr. A. G. Capps, Columbia
Mr. Philip J. Hickey, St. Louis
Prof. Homer T. Phillips, Marvville
Miss Minnie Mae Prescott, Springfield
Principal J. A. Robeson, Kansas City
County Superintendent Merle T. Bradshaw, Canton

State Superintendent Lloyd W. King, Jefferson City, Adviser.

Both the Executive Committee and the Retirement Drafting Committee met in Columbia on February 10, 1938, at which time the Executive Committee presented to the Retirement Drafting Committee the following suggestions relative to the nature of the proposal that should be drafted:

1. That the proposed retirement law should be actuarially sound.
2. That it should provide for a state-wide retirement system.
3. That school districts should be given authority to supplement the state retirement allowance up to a specified maximum.
4. That the proposed retirement law should be one that is possible of passage.
5. That it should present no impediments to educational progress.
6. That the essential features of the Federal Social Security Act be taken into consideration in drafting the proposed retirement law.
7. That contributions required of the public be taken from State school moneys.

At a meeting of the Executive Committee on April 12, 1938, Dr. Capps presented a report of the Retirement Drafting Committee in the form of a proposed legislative act, which the Executive Committee accepted as the first, or tentative, draft of a retirement measure to be sponsored by the Missouri State Teachers Association at the next session of the General Assembly. The proposed retirement law, as presented by the Retirement Drafting Committee and accepted by the Executive Committee, was printed in the May, 1938, issue of School and Community.

It should be understood by all concerned that the retirement proposal as printed in School and Community is subject to modifi-

cation before it is presented to the General Assembly. Several constructive criticisms of the proposal have been received, and others are invited. The proposal in its final form should be one that all who are interested in teacher retirement can support.

It should be understood also that willingness to support a retirement proposal must not be dependent on approval of its every provision. Differences among individuals in interests, understanding, and concepts of public policy usually make a consensus of opinion impossible. Consequently, every legislative problem must be approached in a spirit of compromise. It is the hope of your Executive Committee that the problem of securing teacher-retirement legislation will be approached in that spirit.

The Financing of Public Education in Missouri

Another recommendation included in the report of the Legislative Committee as adopted by the Assembly of Delegates in St. Louis a year ago has been taken by your Executive Committee as a mandate. That recommendation was as follows:

"We recommend that a thorough study be made of the financing of the public schools of Missouri, that the expense of the study be met by an appropriation from the funds of this Association, and that a report of the study be submitted to a commission appointed by the Governor, to the end that recommendations be made for the further improvement of public education in Missouri."

Pursuant to that recommendation, your Executive Committee on January 22, 1938, appointed an initial committee composed of: Supt. Heber U. Hunt, Sedalia; Supt. John W. Gilliland, Aurora; and Dr. Roscoe V. Cramer, Kansas City, to meet with the executive officers of the Association and formulate recommendations relative to a study of the financing of public education in Missouri, and transmit such recommendations to the Executive Committee.

The report of that Committee, as transmitted to the Executive Committee on February 10, 1938, recommended:

A. That the Fact-Finding Committee assemble data and prepare a report to show

1. The advantages that have accrued to public education in Missouri as a result of the operation of the 1931 school law.
2. The objectionable features of the 1931 school law, which its operation has revealed.

B. That consideration be given

1. To the possible employment of an outside expert in the field of public education to study the data assembled and make recommendations.
2. To the possible submission of the data to a group of laymen appointed by the Governor, and possible co-operation with that group in bringing about such changes in our laws as the data assembled might indicate as justifiable.

On July 27, 1938, the Executive Committee authorized the appointment of a special com-

mittee of six members with authority to proceed in the matter of developing suggestions previously made to the Executive Committee relative to the evaluation of the 1931 school law. The following named persons were appointed as members of that committee:

State Superintendent Lloyd W. King, Jefferson City

County Superintendent John W. Edie, Maysville

Assistant Superintendent Roscoe V. Shores, Kansas City

Superintendent Heber U. Hunt, Sedalia

County Superintendent A. E. Powers, Festus

Assistant Secretary T. E. Vaughan, M. S. T. A. Headquarters, Columbia.

That committee employed Dr. Paul Mort, Teachers College, Columbia University, New York, as an outside expert, to study the data already assembled and make recommendations. Dr. Mort spent the week from October 23 to October 29 in Missouri, visiting different sections of the State, conferring with school people, and making recommendations relative to further studies and procedure. Dr. Mort will return to Missouri in the near future for further conferences and the possible formulation of his final recommendations.

The recommendation which the Legislative Committee made to the Assembly of Delegates in St. Louis a year ago, relative to the financing of public education in Missouri, and the activities of this Association pursuant to that recommendation, have come as a result of our experience with the 1931 school law. The results flowing from the operation of that law have been highly salutary on the whole, but disappointing in some respects.

Among the results that may be classed as salutary are the following:

1. An eight-month school term has been made possible in approximately one thousand rural school districts where such a term never had been possible before.
2. An opportunity to obtain a high school education has been given to thousands of youths who live in rural communities where local high school facilities are lacking and previously were obtainable only by those who could pay the cost.
3. During a period of financial stress, a serious curtailment of educational facilities has been prevented in those communities where local resources are relatively scant.
4. The tendency has been to lift schools in the poorer communities to a level more nearly approaching that on which schools in the wealthier communities are maintained.

Some results that have been disappointing are:

1. Our failure to make any appreciable headway towards the elimination of school administrative units that are regarded as too small for efficiency and economy.
2. Such a rapid increase in the amount of money required to finance the minimum program provided for in the law that the

hope of an advance to the contemplated higher level of support has been abandoned by those who thought they saw in such an advance the greatest promises of the law.

3. The conclusion reached by some people in the larger centers of population that the share of the State distributive school fund going to such centers is less and will remain less than conditions justify.
4. The tendency of school tax rates to decline steadily in rural school districts while rates in high school districts either remain constant or advance to higher levels.

As usually is the case, people have tended to judge the merits of the 1931 law by such of its effects as have come within the range of their personal observations. Consequently, people in the poorer and less populous communities generally approve the law while those in the wealthier and more populous centers frequently find fault with it. That cleavage of opinion was thrown into bold relief at the last two sessions of the General Assembly when proposals to modify the plan of distributing State school moneys were under consideration.

Probably the greatest threat to the cause of public education in this State lies in the present tendency of school people to disagree with respect to the proper method of distributing State aid. Unless they can find some common ground on which to stand, it is highly probable that leadership in the field of school legislation will be seized by those who seek to serve interests other than the cause of public education. The hope of forestalling such a contingency led to the investigation now in progress. That investigation has for its purpose to evolve some proposal which will be generally accepted as offering the best possible solution of the State aid problem and other problems centering around it. The outcome of the investigation will be awaited with interest by all concerned.

Conclusion

The task of your Executive Committee during the last year has been an unusual one. At a time when matters of vital importance to the Association and to all its stands for demanded attention, we were called upon to select a new secretary-treasurer and to reorganize the headquarters staff. We have done in every instance what we thought best, and we hope that our acts have met with your approval. We hope also that you will give the newly organized headquarters staff the support necessary to make our Association an increasingly effective agent in the promotion of the cause of education in Missouri.

Respectfully submitted, Henry J. Gerling

John W. Edie, Chairman Naomi Pott

Wm. F. Knox, President Nellie Utz

Willard E. Goslin, First Vice-President

E. A. Kyser Leslie H. Bell

Alice Pittman Clarence W. Mackey

Mary C. Ralls.

In Memoriam

The following teachers have died
during the year 1937-1938

Adams, Mrs. Patricia	Paris	Kaye, Irene M.	St. Louis
Allen, Mrs. Sue L.	Franklin County	Kellogg, Alpha M.	St. Louis
Barrett, Mary L.	St. Louis	Knight, C. E.	Wardell
Bass, Walter	Houston	LaVine, Gertrude A.	Kansas City
Bird, Ruby	St. Joseph	Layton, Esther Irene	Independence
Blackwell, Bessie T.	Wellsville	Long, Helen	Kansas City
Blucher, Odessa M.	Kansas City	Malloy, Amelia M.	St. Louis
Boaz, Mrs. Elma M.	Parma	Mayer, Rose C.	Kansas City
Bolin, John		McGuigan, Lucy B.	St. Louis
Bradley, Mrs. Mae I.	University City	McMurphey, John	Kansas City
Briscoe, Pearl Dix	St. Louis	McNeely, Beasie	Cape Girardeau
Brous, L. Edwin	Kansas City	Moffett, Hubert	Columbia
Browning, C. E.	Ava	Moore, Julia	St. Joseph
Burnett, Bertha	Kansas City	Moore, Mary	St. Joseph
Carter, E. M.	Columbia	Morgan, E. L.	Columbia
Chapman, Nancy L.	Chillicothe	Muck, Ermanette	Maplewood
Childress, Glenn Ramsey	Skidmore	O'Connell, Kathryn	St. Louis
Collins, Miss Lowell	Martinsville	Ott, Cora B.	Springfield
Condray, Evabelle	Bangert	Ottoby, Frances H.	St. Louis
Cooper, W. S.	Fredericktown	Pennington, Bessie V.	Kansas City
Cox, Lillie	Lamar	Pereley, Deane	Moberly
Crum, C. L.	Vienna	Phillips, E. D.	Kansas City
Curry, N. C.	Clarksburg	Pickard, John	Columbia
Dangerfield, Mrs. Grace	Arcola	Powell, Chas. A.	Macon
Deckard, J. R.	Hartville	Prowitt, Mark	Harrisonville
Detchmندی, Sarah	St. Louis	Rotteck, Elsie	St. Louis
Dunn, Catherine	Lewistown	Schlundt, Hermann	Columbia
Duross, Alice	St. Louis	Schmidt, Dulcie	St. Joseph
Everett, Georgetta	Camden Point	Shay, Wendell F.	St. Louis
Farabee, Stella	Hamilton	Smith, Martin V.	Gasconade County
Fox, Burwell, Sr.	Potosi	Stewart, O. J.	Crawford County
Fox, Mrs. Norma Jean	Bismarck	Stittsworth, Carry B.	Kansas City
Fraser, Kate A.	St. Louis	Sutton, Mrs. Mary J.	Sedalia
Fuller, Wilbur N.	St. Louis	Thummel, Florence	St. Louis County
Gray, Susie	Winona	Turner, Belle O.	Princeton
Green, Mrs. Izora	Springfield	Vaeth, Joseph	Cape Girardeau
Hagen, Bessie S.	St. Louis	Vandersloot, F. E.	St. Joseph
Hall, Wilma	Lancaster	Vosholl, Henry	Warrenton
Hausenbuiller, Mrs. Lois	St. Joseph	Welker, Mrs. Clara M.	Lutesville
Hawley, F. F.	Marshall	Wharton, Hallie	Wellston
Heimbeaugh, Helen Hartzell	Macks Creek	Wilcox, Mrs. Elizabeth	Bloodland
Held, Louise	Barnhart	Williams, Helen	Ava
Hills, Bertha Perrine	Kansas City	Williams, Mrs. Hettie	Alton
Holman, Madeline Virginia	Elsberry		
Hulsey, Anna	Keysville		

Report of the Committee on Resolutions

Kansas City, Nov. 16, 1938

Be it Resolved:

1. That the members of the Missouri State Teachers Association reaffirm their allegiance to the ideals and spirit of American Democracy and earnestly pledge themselves to encourage and foster them.
2. That this Assembly endorse the proposed legislative program of the Missouri State Teachers Association.
3. That the Missouri State Teachers Association make a study of Teacher Tenure, looking toward the enactment of a sound system of tenure for teachers in Missouri.
4. That the Missouri State Teachers Association favor adequate State support of the State University, Teachers Colleges, and other State institutions of higher learning.
5. That the Assembly of Delegates of the Missouri State Teachers Association instruct its Legislative Committee to urge the General Assembly of Missouri to completely finance the 1931 School Law and to more equitably adjust aid to rural and urban school districts in accordance with the findings of the study now in progress.
6. That the Missouri State Teachers Association favor revision of tax laws so that county collections may be improved through a more practical system of collection by installments.
7. That in the interest of the education of the boys and girls of the State the Missouri State Teachers Association favor the retirement plan as drafted by the 1938 Missouri State Teachers Association Retirement Committee.
8. That the Association appreciates the efforts of the last General Assembly in continuing the wise provision followed for over fifty years of appropriating one-third of the general revenue for school purposes, and the coming General Assembly is respectfully requested to continue this policy.
9. That the Missouri State Teachers Association declare its opposition toward any change in policy by the State that would directly or indirectly divert any portion of the State's general revenue allocated to public schools.
10. That the Association commend the Honorable Lloyd C. Stark, Governor of the State of Missouri, for his efforts in behalf of and his attitude toward public education.
11. That the Missouri State Teachers Association believes wise and efficient legislation is essential to good government; that the members of the General Assembly have always been underpaid; that the provision of Amendment Number One to our State Constitution, which proposed better pay for the

members of the General Assembly, merited its adoption at the general election in November.

Therefore, be it further resolved that the Missouri State Teachers Association again pledge its cooperation and support in securing the adoption of an amendment which would provide adequate compensation for members of the General Assembly.

12. That the Association request the General Assembly to enact such legislation as will give Lincoln University a non-partisan board such as that now enjoyed by the University of Missouri at Columbia.

13. That the Association strongly urge the election of county superintendents by a County Board of Education.

14. That the Missouri State Teachers Association commend the federal government for its interest in education as manifested by the appointment and work of the President's Advisory Committee on Education; and the Association recommends to the teaching profession in Missouri and to interested lay groups continued study of the need for federal aid to education without federal control.

15. That the Missouri State Teachers Association endorse the administration of State Superintendent Lloyd W. King and his efficient assistants and approve his policy of coordinating the general educational program of Missouri through the Advisory Council of City Superintendents and the Conferences for Boards of Education.

16. That the various school units of the State arrange for the appropriate observance of the 100th anniversary of the passage of the Geyer Act, which was signed by the Governor of the State of Missouri on February 7, 1839. This act is commonly regarded as the actual beginning of the public school system of Missouri.

17. That the Missouri State Teachers Association express its appreciation to Kansas City for all of the courtesies extended for the comfort and convenience of the membership attending the convention. That special thanks be given (a) to Superintendent Melcher, (b) to President Knox, the members of the Executive Committee, Secretary Walker and his assistants for the efficient planning of the convention, (c) to all local committees in Kansas City for their careful attention to details looking to the smooth running of the convention, (d) to the teachers, pupils of the Kansas City schools and all persons who in any way contributed to the success of this convention.

18. That in the death of E. M. Carter, we have lost a most devoted friend and courageous leader. Under his leadership the Missouri State Teachers Association grew from a membership of only a few to one of more than 24,000. He was recognized both in the State and Nation as one of the outstanding men in education. His contributions to the general welfare of education cannot be numbered.

Therefore, be it further resolved that this Assembly recommend that the Executive Committee provide a fitting memorial to be located at the Missouri State Teachers Association Headquarters Building.

19. That copies of these resolutions be sent to the press, to each person named herein and to the presiding officer of each legislative body herein referred to.

M. B. Vaughn, Chairman
Irene Lowe, Secretary
M. C. Cunningham
Wade C. Fowler
John W. Gilliland
Willard J. Graff
R. V. Harman
Marian Harvey
C. H. Shaffner
Leslie G. Somerville
F. P. Tillman.



STATE DEPARTMENT OF EDUCATION



Sponsors New Service

Since both clerks and merchants have seen the value of continued practical training for their jobs in retailing, workers in the field of distribution have responded enthusiastically to the evening classes offered them by the new educational service in distributive education that is being sponsored by the State Department of Education.

The state has been divided into six zones, each supervised by a district coordinator. The coordinators and their zones are: B. C. Lawton, St. Louis; C. E. Irwin, Kansas City; H. C. Rethwisch, northeastern Missouri; Mrs. Alice F. Pipkin, St. Joseph; J. P. Licklider, St. Louis County and southeast Missouri; and Carl Thompson and Miss Marian Bissett, Springfield.

Distributive-education classes have been organized in St. Louis, Kansas City, St. Joseph, Cape Girardeau, St. Charles, University City, Clayton, Gideon, Boonville, Green City, Hannibal, Jefferson City, Mexico, and Salisbury.

Among the many subjects studied are gift-selling, English for salespeople, window display, fundamentals in advertising, laws for merchants, credit management, shoe fitting, general salesmanship, vocabulary building, textiles, re-

tail merchandising, groceries, insurance, retail-store operation, store management, and speech.

* * * *

Graduates in High School

Last year 183 first-class high schools had less than ten graduates; 151, ten to fourteen graduates; 199, fifteen to twenty graduates; 112, thirty to fifty-nine graduates; and 55, sixty or more graduates.

* * * *

Teachers College Enrollment

The fall-term enrollment in all Missouri State Teachers Colleges shows an increase over the previous year. The reported increases are as follows: Central Missouri State Teachers College, 1069, an increase of 26.8 per cent; Southwest Missouri State Teachers College, 1395, an increase of 14.4 per cent; Northwest Missouri State Teachers College, 932, an increase of 19.84 per cent; Southeast Missouri State Teachers College, 1086, an increase of 25 per cent; and Northeast Missouri State Teachers College, 855, an increase of 13.25 per cent.

* * * *

State Speech Conference

One hundred twenty speech teachers and city superintendents of schools attended the speech-activity conference held in Jefferson City, Saturday, October 29. The conference

had been called by Lloyd W. King, state superintendent of schools, to suggest better coordination in the state speech-activity program.

Representatives from high schools, the University of Missouri, all the State Teachers Colleges, and three private colleges of Missouri were present at the conference.

A coordinated activity plan with less confusion and duplication in the dates of speech events held throughout Missouri was discussed. Such events are now concentrated in a two-and-half-month period during the spring.

The standards for teachers of speech and directors of speech activities were discussed, and suggestions were made relative to a future conference on standards.

* * * *

Services Rendered

Since the establishment of the division of health education in the State Department of Education a year ago, 30,415 pieces of literature have been distributed to teachers, parents, and school children, and 51 talks reaching 6102 persons have been made by the health supervisor. This division was established through the cooperation of the State Department of Education and the State Health Department.

* * * *

Units Offered by High Schools

The reports from first-class high schools for the year ending June 30, 1938, show that 90 high schools were offering sixteen units and in 1936-37, 118 schools; 243, seventeen to twenty units and in 1936-37, 256 schools; 242, twenty to twenty-five units and in 1936-37, 214 schools; and 125, thirty or more units and in 1936-37, 103 schools.

* * * *

Number of Teachers Employed

In 1937-38, there were 174 first-class high schools with only three teachers employed and in 1936-37, 201 schools; 274 with four to six teachers and in 1936-37, 269 schools; 199 with seven to fifteen teachers and in 1936-37, 171 schools; and 53 with more than fifteen teachers and in 1936-37, 44 schools.

* * * *

Plan Speech Work

North Kansas City, Marshall, and Carrollton are among the school systems which plan to extend the speech-education program to include speech work in the elementary schools either in a consultant capacity or as a full-time program.

* * * *

All measures designed to promote education must depend for their success, in this country, on the hearty cooperation of public opinion. It is only by enlightening and concentrating that opinion that powerful effects can be produced.

* * * *

High-School District Valuation

In 340 first-class high-school districts, the valuation is less than \$500,000; in 201 districts, between \$500,000 to \$1,000,000; in 108 districts, between \$1,000,000 and \$2,500,000; in 24 districts, between \$2,500,000 to \$5,000,000; and in 27 districts, more than \$5,000,000.

Several Missouri counties are setting their goals higher than one public-health nurse. The ideal setup for any county is a full-time county health unit that includes a trained medical officer, one or more public-health nurses, and a public-health engineer. Occasionally two counties cooperate in the establishment of a two-county unit. State aid is available for this type of health unit.

* * * *

The University of Kansas has the only course in milling-industry problems in any college or university in the United States.

* * * *

High School Enrollment

In 1937-38 Missouri had 164 first-class high schools with fewer than 60 pupils enrolled and in 1936-37, 174 schools; 191 with 60 to 99 pupils and in 1936-37, 196 schools; 245 with 100 to 249 pupils and in 1936-37, 229 schools; 65 with 250 to 499 pupils and in 1936-37, 52 schools; and 18 with 300 to 999 pupils for both years.

* * * *

Immunization Programs

Any school desiring to have smallpox and diphtheria immunization programs may apply to the State Department of Health for assistance. Free materials for indigent children and materials at cost for children who are able to pay will be furnished.

* * * *

We have faith in education as the foundation of democratic government.—Franklin D. Roosevelt.

* * * *

Tax Levy in High-School Districts

In 1937-38, thirty-nine high-school districts had a tax levy of less than 65 cents; 38, 65 to 74 cents; 112, 75 to 99 cents; and 311, 100 cents or more.

* * * *

Home-Economics Conferences

District conferences for vocational-home-economics teach-

ers are being held under the supervision of the division of vocational home economics of the State Department of Education.

Problems pertaining to the further development of the curriculum revision program are discussed under the leadership of Miss Louise Keller, supervisor of vocational home economics; Miss Mable Cook, assistant-supervisor of vocational home economics; and Miss Minnie Irons, professor of home-economics education in the University of Missouri.

Conferences have been held at Waynesville, Monett, Flat River, Kirksville, North Kansas City, Butler, Maryville, Salisbury, Kennett, Greenfield, Warrensburg, and Sikeston. Others will be held at Vandalia, Cameron, Cabool, and Eureka.

* * * *

Music Clinics

The fourth annual clinic of the Missouri Music Educators Association was held in Columbia, December 1, 2, and 3. Lloyd W. King, state superintendent of schools, cooperated with the Association in the sponsoring of the clinic and is emphasizing the active participation of each music teacher in this organization.

* * * *

A. V. A. Annual Meeting

The annual meeting of the American Vocational Association was held in St. Louis November 30 to December 3. All branches of the work—agricultural, commercial, home-economics, part-time, industrial arts and industrial education—as well as the related subjects of vocational guidance and rehabilitation were represented.

Nationally known business executives and labor leaders were among the speakers for the general meetings while sectional meetings were addressed by specialists in their own fields.

Tentative Draft of a School Employee Retirement Act

Definition of Terms

Section 1. The following words and phrases as used in this Act, unless a different meaning is plainly required by the context, shall have the following meanings:

- (1) "Retirement System" shall mean the School Employee Retirement System of the State of Missouri as defined in Section 2 of this Act.
- (2) "Public School" shall mean any day school conducted within the State under the authority and supervision of a duly elected District or City Board of Education and any educational institution supported in whole or in part by the State.
- (3) "Employer" shall mean the State of Missouri or the school district, board or other agency of and within the State by which the school employee is paid.
- (4) "School Employee" shall mean any person regularly and exclusively employed, except during vacation periods or while on leave of absence, and paid entirely out of public funds, to render educational services as:
 - (a) Teacher, helping teacher, librarian, principal, superintendent, assistant superintendent, president, dean, school nurse, physician, clerk, stenographer, janitor, custodian or any other employee in any school district of this State; or in any school, college, university, or other institution wholly controlled and managed and wholly or partly supported by the State of Missouri or any political or civil subdivision thereof.
 - (b) State Superintendent of Public Schools or employees in the office of the State Superintendent of Schools.
 - (c) County Superintendent of Schools or employees in the office of County Superintendent of Schools.
 In all cases of doubt the Retirement Board hereinafter defined shall determine whether a person is a school employee according to this definition.
- (5) "Member" shall mean any school employee included in the membership of the system as provided in Section 3 of this Act.
- (6) "Retirement Board" shall mean the Board provided for in Section 6 of this Act to administer the Retirement System.
- (7) "Regular Interest" shall mean interest at the rate set by the Retirement Board as provided in Section 7, Subsection (2) of this Act.
- (8) "Accumulated Contributions" shall mean the sum or all the amounts deducted from the compensation of a member and credited to his individual account in the School Employee Annuity Savings Fund together with regular interest.
- (9) "Earnable Compensation" shall mean the full rate of the compensation that would be payable to a school employee if he worked the full normal working time, provided, however, that any such compensation at a rate in excess of \$2400 per annum shall be used as \$2400 for benefits and contributions under this Act.
- (10) "School Employee Annuity" shall mean payments for life derived from the "accumulated contributions" of a member. All school employee annuities shall be payable in equal monthly installments.
- (11) "State Annuity" shall mean payments for life derived from money provided for this purpose by the provisions of this Act. All state annuities shall be payable in equal monthly installments.
- (12) "Retirement Allowance" shall mean the sum of the "school employee annuity" and the "state annuity," or any optional benefit payable in lieu thereof as provided in this Act.
- (13) "Retirement" shall mean withdrawal from active service with a retirement allowance granted under the provisions of this Act.
- (14) "School Employee Annuity Reserve" shall mean the present value of all payments to be made on account of any school employee annuity or benefit in lieu of any school employee annuity computed upon the basis of such mortality tables as shall be adopted by the Retirement Board, and regular interest.
- (15) "Actuarial Equivalent" shall mean a benefit of equal value when computed upon the basis of such mortality tables as shall be adopted by the Retirement Board and regular interest.

Establishment of System and Corporate Name

Section 2. A retirement system is hereby established and placed under the management of the Retirement Board for the purpose of providing retirement allowances and other benefits under the provisions of this Act for school employees of the State of Missouri. The retirement system so created shall be established as of the effective date of this Act. It shall be known as the "School employee Retirement System of the State of Missouri," and by such name all of its business shall be transacted, all of its funds invested, and all

of its cash and securities and other property held.

Membership

Section 3. All persons who are school employees on the date as of which the retirement system is established, including those who are on leave of absence and eligible for retirement, as well as all persons who shall become school employees after the date as of which the retirement system is established, shall become members of the retirement system as a condition of their employment, except as hereinafter provided.

- (1) The Retirement Board may, in its discretion, deny the right to become members to any class of school employees whose compensation is only partly paid by their employer or who are serving on a temporary or other than per annum basis, and it may also in its discretion, make optional with members in any such class their individual entrance into membership.
- (2) Should any member in any five-year period after last becoming a member render less than two years of service, or should he withdraw his accumulated contributions, or should he retire or die, he shall thereupon cease to be a member.

Record of Service

Section 4. Under such rules and regulations as the Retirement Board shall adopt, each person who becomes a member of the Retirement System thereupon shall file with said Board a record of his educational services to date. The Retirement Board shall investigate said record and shall credit the member with such educational service as may be verified in the judgment of said Board by such investigation.

Benefits

Section 5. Benefits shall be payable under the conditions and in the amounts hereinafter specified.

- (1) At any time after July 1 next following the effective date of this Act any member who has attained the age of sixty-two years may retire by conforming to such rules and regulations for voluntary retirement as the Retirement Board may have adopted.
- (2) On and after July 1, next following the effective date of this Act any member who has attained the age of seventy years shall be retired provided that with the approval of his employer he may remain in service until the end of the school year next following the date on which he attains the age of seventy years, and provided further, that with the approval of the Retirement Board and on the request of a member and his employer, any member who has attained or shall attain the age of seventy years may be continued in service for a period of two years.

- (3) A member placed on retirement shall receive:

- (a) A school employee annuity which shall be the actuarial equivalent of his accumulated contributions at the time of his retirement, and
- (b) A state annuity of thirty dollars a month if he has had forty years of creditable service; or if less than forty years of creditable service, then nine dollars a year for each year of such service.

- (4) Any employer may, from its funds, supplement any retirement allowance made, as hereinbefore provided, in such an amount or amounts as may be necessary to provide a total allowance or allowances not to exceed half salary as determined by the employer.
- (5) Should a member cease to be a school employee except by retirement, there shall be paid to him, his estate or his beneficiary as the case may be the total amount of his previous contributions, and in addition thereto three-fourths of the interest earned thereon if contributions have been made for three years or more. Interest withheld from such withdrawing members shall be transferred to the School Employee Annuity Reserve Fund.
- (6) Until the first payment on account of any benefit receivable from the School Employee Annuity Reserve Fund becomes normally due, any member may elect to receive his benefit from such fund in a retirement allowance payable throughout life without refund at death, or he may elect to receive a reduced retirement allowance payable throughout life with a possible refund at death according to options approved by the Retirement Board.

Administration of System

Section 6. The general administration and responsibility for the proper operation of the retirement system and for making effective the provisions of this Act are hereby vested in a Retirement Board which shall be organized immediately after four of the members provided for in this section have qualified and taken the oath of office.

- (1) The Board shall consist of seven members as follows:
 - (a) the State Superintendent of Public Schools, ex-officio;
 - (b) the State Auditor of Missouri, ex-officio;
 - (c) two members appointed by the Governor from the membership of boards employing school employees, one to serve for two years and one to serve for four years, the successors of whom shall each be appointed for a term of four years; and

- (d) three members selected by the members of the retirement system from among the members of the retirement system in a manner to be prescribed by the Retirement Board, one to serve for one year, one to serve for two years, and one to serve for three years, provided that until such selection the Governor shall appoint these school employee members. Their successors shall each be selected for a term of four years.
- (2) If a vacancy occurs in the membership, the vacancy shall be filled for the unexpired term in the same manner as the office was previously filled, except that if a vacancy occurs among the three members selected from the retirement system, the Governor shall appoint a member of the retirement system, to serve until a successor has been selected and qualified.
- (3) The members shall serve without compensation, but they shall be reimbursed from the Expense Fund for all necessary expenses that they may incur through service on the Board.
- (4) Each member shall, within ten days after his appointment or selection, take an oath of office that, so far as it devolves upon him he will diligently and honestly administer the affairs of the said Board, and he will not knowingly violate or willingly permit to be violated any of the provisions of law applicable to the retirement system. Such oath shall be subscribed to by the member making it, shall be certified by the officer before whom it is taken, and shall immediately be filed in the office of the Secretary of State.
- (5) Each member shall be entitled to one vote in the Board. Four votes shall be necessary for a decision by the members at any meeting of said board.
- (6) Subject to the limitations of this Act the Retirement Board shall, from time to time, establish rules and regulations for the administration of the funds created by this Act and for the transaction of its business.
- (7) The Retirement Board shall elect from its membership a chairman and shall by a majority vote of all its members appoint a secretary, who shall not be one of its members. It shall engage such actuarial and other service as shall be required to transact the business of the retirement system. The compensation of all persons engaged by the Retirement Board, and all other expenses of the Board necessary for the operation of the retirement system shall be paid at such rate and in such amount as the Retirement Board shall approve, and in accordance with the funds available.

- (8) The Retirement Board shall keep in convenient form such data as shall be necessary for actuarial valuation of the School Employee Annuity Reserve Fund, and for checking the experience of the system.
- (9) The Retirement Board shall keep a record of all its proceedings which shall be open to public inspection. It shall publish annually on or before the first day of January a report showing the fiscal transactions of the retirement system for the preceding school year, the amount of accumulated cash and securities of the system, and the last balance sheet showing the financial condition of the system.
- (10) The Attorney-General of the State of Missouri shall be the legal adviser of the Retirement Board.

Management of Funds

Section 7. The funds belonging to the retirement system shall be held in trust to be used only for the purpose for which they were contributed and shall be managed as herein-after provided.

- (1) The Retirement Board shall be the trustee of the several funds created by this Act as provided in Section 8 and shall have full power to invest and reinvest such funds, subject to all the terms, conditions, limitations and restrictions imposed by the laws of Missouri upon state officials in accepting securities from depositories of State funds; and subject to like terms, conditions, limitations and restrictions, said Board shall have full power to hold, purchase, sell, assign, transfer and dispose of any of the securities and investments in which any of the funds created herein shall have been invested, as well as the proceeds of said investments and any money belonging to said funds.
- (2) The Retirement Board shall allow regular interest on the mean amount for the preceding year in each of the funds with the exception of the Expense Fund. The amounts so allowed shall be due and payable to said funds, and shall be annually credited thereto by the Retirement Board from interest, other earnings and profits. Any interest left in the School Employee Annuity Savings Fund as the result of members withdrawing shall be used to increase the interest rate on the School Employee Annuity Reserve Fund. Regular interest shall mean such per centum rate as shall be determined by the Retirement Board on the basis of interest earnings, other earnings and profits accruing to the respective funds for the preceding year.
- (3) The Treasurer of the State of Missouri shall be custodian of the several funds. All payments from said funds shall be

made by warrants drawn pursuant to requisitions signed by two persons designated by the Retirement Board. A duly attested copy of a resolution of the Retirement Board designating such persons and bearing on its face specimen signatures of such persons shall be filed with the Auditor as his authority for drawing warrants pursuant to such requisitions. No requisition shall be drawn unless it has been authorized previously by resolution of the Retirement Board.

- (4) Except as otherwise herein provided, no member and no employee of the Retirement Board shall have any direct interest in the gains or profits of any investment made by the Retirement Board, nor as such receive any pay or emolument for his services. No member or employee of the Board shall, directly or indirectly, for himself or as an agent in any manner use the same, except to make such current and necessary payments as are authorized by the Retirement Board; nor shall any member or employee of the Retirement Board become an endorser or surety, or in any manner an obligor for money loaned or borrowed from the Retirement Board.

Contributions to Funds

Section 8. All of the assets of the retirement system shall be credited according to the purpose for which they are held to one of four funds; namely, the School Employee Annuity Savings Fund, the School Employee Annuity Reserve Fund, the State Annuity Fund, and the Expense Fund.

- (1) The School Employee Annuity Savings shall be the fund in which shall be accumulated the contributions from the compensation of members. After July 1, next following the effective date of this act, the employer of each and every member of the School Employee Retirement System of the State of Missouri shall deduct from each and every payment of earnable compensation four per centum thereof; and each of the amounts so deducted shall be paid into the School Employee Annuity Savings Fund and shall be credited together with the regular interest thereon to the individual account of the member from whose compensation said deduction was made. However, employers shall be required to remit to the Retirement Board of said retirement fund the aforesaid deductions in such manner and at such time as the Retirement Board shall prescribe, or the Retirement Board may permit employers to retain the amount so deducted and have a corresponding amount deducted from their state distributive school money otherwise payable to them. In addition to the contributions deducted from compensation hereinbefore provided, subject to the

approval of the Retirement Board, any member may redeposit in the School Employee Annuity Savings Fund by a single payment or by an increased rate of contribution an amount equal to the total amount which he previously withdrew therefrom with regular interest thereon. Upon the retirement of a member his accumulated contributions shall be transferred from the School Employee Annuity Savings Fund to the School Employee Annuity Reserve Fund.

- (2) The School Employee Annuity Reserve Fund shall be the fund in which shall be held the reserves on all school employee annuities in force and from which shall be paid all such annuities and all benefits in lieu thereof, provided in this Act. Should a beneficiary be restored to active service his school employee annuity reserve shall be transferred from the School Employee Annuity Reserve Fund to the School Employee Annuity Savings Fund and credited to his individual account therein.
- (3) The State Annuity Fund shall be the fund out of which shall be paid all state annuities as defined in this Act. Contributions to this fund shall be made as follows: The Retirement Board shall estimate the amount of money needed for the current fiscal year to pay all state annuities as defined in this Act due on account of services rendered in public schools and shall file application not later than June 30 for said amount with the State Auditor who shall withhold said amount from the state school moneys before certifying the same to the State Superintendent of Public Schools for apportionment according to law, and the amount or amounts so withheld shall, upon requisition of the Retirement Board, be paid into the State Annuity Fund. Provided, that in the case of other state institutions rendering educational services, but not receiving their financial support from the state school moneys, their proportionate part of the State Annuity Fund as determined by the Retirement Board shall be set aside for the State Annuity Fund annually from funds appropriated by the General Assembly of Missouri for their support.
- (4) The Expense Fund shall be the fund to which shall be credited all money provided to pay the administration expenses of the Retirement System and from which shall be paid all the expenses necessary in connection with the administration and operation of the system. The equivalent of one dollar for each member employed in public schools shall be deducted from the state

school moneys in the manner and at the time provided in the immediately preceding subsection and upon requisition of the Retirement Board shall be paid into the Expense Fund. Provided, that the equivalent of one dollar per member not employed in public schools shall be paid in a similar manner into the Expense Fund from appropriations made to the agencies employing such members respectively. All money so collected, together with any sum or sums that may be appropriated by the General Assembly of Missouri for defraying the expenses of the Retirement System shall be credited to the Expense Fund of the School Employee Retirement System of the State of Missouri.

Collection of Funds and Records

Section 9. The contributions from all sources required by Section 8 of this Act shall be made to the Retirement Board, in a manner prescribed by said Board. Each employer shall keep such records and from time to time shall furnish such information as the Retirement Board in the discharge of its duties may require.

Benefits Unassignable

Section 10. The right of a person to a state annuity, a school employee annuity or a retirement allowance, to the return of contributions, the state annuity or retirement allowance itself, any optional benefit or death benefit, any other right accrued or accruing to any person under the provisions of this Act, and the money in the various funds created by this Act, shall be unassignable.

Punishment for Falsification

Section 11. Any person who shall knowingly make any false statement or shall falsify or permit to be falsified any record or records of this retirement system in any attempt to defraud such system as a result of such act shall be guilty of a misdemeanor and shall be punishable therefor under the laws of the State of Missouri. Any employer failing to make the deductions at the proper time and to submit them as required by the Retirement Board shall be guilty of a misdemeanor and subject to the penalties as prescribed by the state law. Should any change or error in

the records result in any member or beneficiary receiving from the retirement system more or less than he would have been entitled to receive had the records been correct, the Retirement Board shall correct such error, and, as far as practicable, shall adjust the payments in such a manner that the equivalent of the benefit to which such member or beneficiary was correctly entitled shall be paid.

Exemption from Legal Process

Section 12. The right of any person to a state annuity, school employee annuity, return of contributions, any optional benefit or death benefit, or any other right accrued or accruing, payable or paid to any person under the provision of this Act and the money in the various funds created under this Act are hereby exempt from any tax of the State of Missouri and shall not be subject to execution, garnishment, attachment or any other process legal or equitable whatsoever, either before or after payment.

Members' Agreement to Deductions

Section 13. The deduction from any member's salary or compensation provided for in this Act shall be made notwithstanding that the salary or compensation provided for by law for any member shall be reduced thereby. Every member shall be deemed to consent and agree to the deductions made and provided for herein and shall receipt for his full salary or compensation, and payment of salary or compensation less said deductions shall be a full and complete discharge and acquittance of all claims and demands whatsoever for the services rendered by such person during the period covered by such payment, except as to the benefits provided under this Act.

Location of Offices of System

Section 14. The offices of the retirement system shall be at the State Capital and the Board of Permanent Seat of Government shall provide suitable office space.

Constitutionality

Section 15. If any section or part of any section of this Act is declared to be unconstitutional, the remainder of the Act shall not thereby be invalidated. All provisions of the law inconsistent with the provisions of this Act are hereby repealed to the extent of such inconsistency.

The above draft is reprinted herewith in the hope that it will be read, studied and discussed by interested persons all over the State to the end that intelligent attitudes may be developed toward the whole problem of teacher retirement.

The Committee desires and invites criticism in the hope that such reactions may guide them in making the final proposal to conform as closely as possible to the judgment of all. Your criticisms and suggestions should be addressed to Thos. J. Walker, Secretary, Columbia, Missouri. He will transmit them to the Committee.

It should be noted at the outset that the Drafting Committee has proceeded on the philosophy that teachers should not expect a retirement allowance much in advance of that provided for the general population by the Social Security laws, in the benefits of which, however, teachers do not share.—Editor.

A LETTER TO MISSOURI ENGLISH TEACHERS

Dear Friend:

I have just returned from the meeting of the National Council of Teachers of English in St. Louis. I didn't see your name on the mimeographed list of those present. I'm so sorry that you had to miss it, for it was one of the most enjoyable meetings I have ever attended.

You know, English teachers are friendly souls—don't ask me why—but at this convention you could sit down by any teacher who wore the little badge, glance at it, and say, "I see you are from Texas. I'm a Missourian." and an interesting conversation would start and might turn to anything from books to ball games.

The "big bugs" were just as friendly as the little ones, too. Only if you were familiar with the names could you tell them apart. No, I'll take that back. The "big bugs" usually knew the best stories.

The whole meeting was exceptionally good. My program is covered with notes, but I won't bore you with them, since speeches, like spinach, are not as good warmed over as fresh. "Evaluation" was the password this year; last time I attended it was "integration." But really, some of the new tests sounded valuable and I intend to ask the Progressive Education Association for samples of some of theirs.

Much was said of the importance of the radio and the motion picture in modern education. Several speakers told how these might be used, in the classroom and outside, as teaching aids. There was a new section on "Teaching by Electricity." All sorts of machines were displayed. We saw projectors, machines for testing hearing, and machines for recording eye movement in reading. And there were a lot of phonograph records, too, for various uses.

Everyone went to the same programs in the mornings, but in the afternoons I would have had to be six people to attend all the meetings I wanted to attend. Since life is a matter of choice, I chose as well as I could and wasn't at all disappointed, although they tell me that the creative writing section, which I missed, was one of the best.

The banquet is always one of the big meetings. There were nearly a thousand at the tables and more in the balcony. Many people wore dinner or evening dress, but plenty of others wore afternoon attire. Dr. Charles Swain Thomas was toastmaster, and he looks like Emerson writes, if you know what I mean. —However, his brief speeches contained more kindly humor than one usually associates with English. Young Manning Hawthorne told some interesting stories of the friendship of his grandfather with Longfellow. After that we heard a very inspirational talk on poetry by Mr. Davison, of Colorado.

At the luncheon Saturday we heard two writers, and I wondered why, oh why, I hadn't brought some volumes from my school library to be autographed. How the students would have valued Miss Eaton's autograph in *A Daughter of the Seine* and Neihardt's in a volume of his poems!

And do you know, although not a director, I attended almost all of the meetings of the Board of Directors. It's quite nice to know how the Council is run and to see or meet some of the leaders. You may know the new president, Miss Essie Chamberlain, of Oak Park, Illinois. She taught in summer school at the University of Missouri one summer. She has worked with the Council for several years and I know she will make a good president.

I simply must close. I hope I have enough money for stamps. I spent such a lot of it buying books from the publisher's booths. I just couldn't resist some of them.

The next meeting will be in New York because of the Fair, I believe. That's too far away for most of us, but you simply mustn't miss going to the very next one near enough. I know you will have a good time and learn a lot.

Yours for bigger and better English meetings.

Ruth Bynum, Missouri Representative
Public Relations Committee
National Council of Teachers of English.

PLANS FOR WINTER MEETING OF DEPARTMENT OF SUPERINTENDENCE

ONE HUNDRED YEARS AGO next February the Missouri General Assembly passed the Geyer Act. It is said by many people that the Missouri Public School System really had its origin in the legislative enactments of 1839. On February 11, 1839, after the act establishing the public school system of the State was approved, the Missouri General Assembly approved an act establishing the University of Missouri and making it an integral part of the State's school system.

Nineteen thirty-nine, therefore, marks the centennial of public education in Missouri as started by the Geyer Act, and the act establishing the University of Missouri, the oldest state university west of the Mississippi River. Your executive committee inspired by the memory of those who made these great institutions possible, selected as the general theme of our February meeting:

"A Century of School Administration and Its Implications for the Future."

The dates selected by your executive committee, February 9, 10 and 11, coincide with the University of Missouri Founders Day Program.

Our program will start just one hundred years from the day the Geyer Act was approved by the Missouri General Assembly. The first meeting will be a dinner meeting and promises to be the most interesting opening meeting our Department has ever held. The dinner will be staged in the gymnasium of the University Laboratory School.

There will be the usual greetings from the University and the usual response by our president, this year, Dr. W. E. Rosentengel. Dean Theo. W. H. Irion, the master of ceremonies, will present to the Department as the guest speaker of the University, Congressman John R. Murdock of Arizona, a former Missourian and a graduate of the Northeast Missouri State Teachers College. He is an accomplished after dinner speaker, and will entertain the members as well as instruct them on a problem which is very dear to his heart. Congressman Murdock will speak on the subject, "Additional Federal Support of Education from the Standpoint of the Missouri School Children."

Friday morning the University of Missouri will present Dr. W. Sheffer, Superintendent of Schools of Manhattan, Kansas, as the guest speaker. Dr. Sheffer is one of the outstanding superintendents in the Middle West; he is a forceful speaker and will bring a message of vital importance to the members of our department. His general theme will be: "A Century of Progress in School Administra-

tion." The rest of the morning program is being planned by the executive committee of the Department of Superintendence.

Dr. C. A. Phillips, of the University of Missouri, will start the afternoon program with a discussion of "The Significance of the Geyer Act in Missouri Education." Dr. Sheffer will then present his second address which will be "The Immediate Future of School Administration."

The remainder of the afternoon program is being planned by the executive committee of this department.

The informal reception for the members of the department will be held on Friday at 4:30 in the Education Building.

The administrative officers of Stephens College have invited the members of the department to spend the dinner hour with them. The students of Stephens College will furnish the entertainment for the evening.

The program for Saturday is in celebration of the founding of the University of Missouri. Dean Theo. W. H. Irion is in charge of the details of the program which will be announced later.

Mark Thursday evening, February 9th on your calendar and plan on staying to the end of what promises to be one of the most colorful programs ever presented by the Department of Superintendence and the University of Missouri.



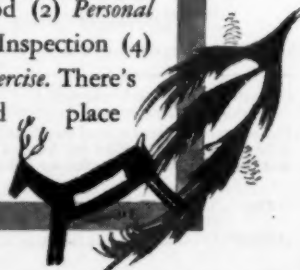
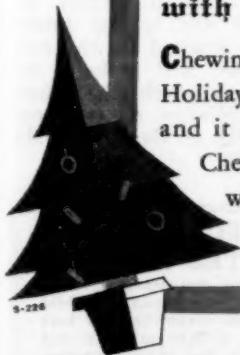
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1939 MISSOURI STATE FAIR

WE are having a number of inquiries regarding the classification list for the rural, elementary, high school, and vocational exhibits for the 1939 Missouri State Fair. An official announcement concerning the classification and premium list for the 1939 Fair will not be available before the latter part of the school year, due to the fact that the State Fair premium list is dependent upon the state appropriation, which appropriation will not be made until the Legislature meets and adjourns in 1939.

In order that schools may not be delayed in planning their exhibits, and in all good faith believing the 1939 Missouri State Fair will be the best in its history, and that the premium list will be just as attractive, we suggest that all schools interested in making exhibits next year follow the 1938 classification list. We contemplate no appreciable change in the 1938 list for 1939. This list may be found in the February, 1938, issue of "School and Community," or in the 1938 State Fair catalog. If you do not have a copy of this catalog, you probably could receive one by writing the Missouri State Fair, Sedalia, Missouri. In the event you cannot get a copy from that source, this office will be glad to furnish you one.

A. F. ELSEA

Director of Rural Education
State Department of Education
Jefferson City, Missouri

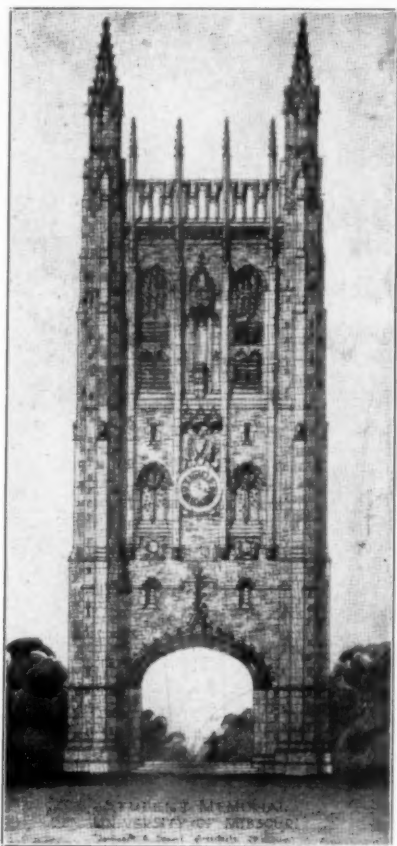
COMMITTEE ON HONORARY SOCIETIES

A special committee on honorary societies has been appointed by President Nicholas Ricciardi, of San Bernardino, president of the American Association of Junior Colleges. The membership of the new committee includes President J. C. Miller, Christian College, Columbia, Missouri, chairman; President C. C. Colvert, Northeast Center, Monroe, Louisiana; and Dean D. K. Hammond, Santa Ana Junior College, Santa Ana, California. There are eight honorary societies for junior college students excelling in the fields of foreign languages, secretarial science, journalism, dramatics, forensics, political science, social science, and general scholarship. Their relationships to each other and to the junior college movement will be studied by the new committee. The committee will make a report at the annual meeting of the American Association of Junior Colleges at its next annual meeting, to be held at Grand Rapids, Michigan, March 2-4, 1939.

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To qualify as Child Technician (governess, nurse). Home study course in the psychology of child guidance. Positions available everywhere in best families. Wages \$25.00 to \$100.00 monthly and keep. Institute of Psychology, Box 445-S, Junction City, Kansas.



THE UNIVERSITY OF MISSOURI

1939 SUMMER SESSION

June 12 - August 4.

The 1939 Summer Session will offer the most extensive and complete program of summer study in the history of the University. Special plans have been made to provide a program which will meet the needs of Summer Session students on both the undergraduate and the graduate level.

The Program. Courses will be offered in all Schools and Colleges of the University except in the School of Law. All facilities of the University including classrooms, libraries, laboratories, clinics, hospitals, laboratory school, museums, gymnasiums, athletic fields, shops, and research equipment will be available to Summer Session students. In addition to more than 400 courses which will be offered for credit, the program will include lectures, dramatic activities, concerts, conferences, field trips, and recreational and social features.

Credit and Degrees. Eight semester hours of credit may be earned in the summer. The following degrees are conferred at the Summer Session commencement upon candidates who have completed the respective requirements: Undergraduate degrees: Bachelor of

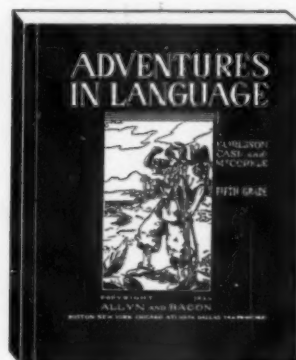
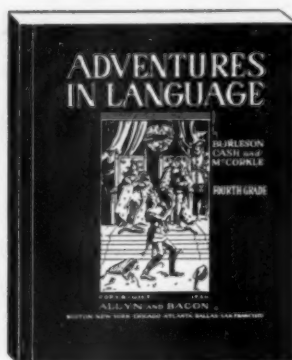
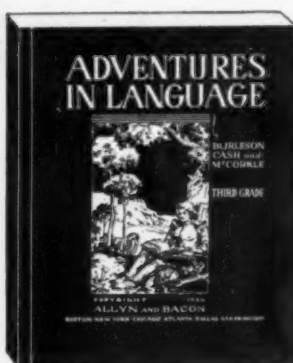
Arts, Bachelor of Science in Agriculture, Bachelor of Science in Home Economics, Bachelor of Science in Education, Bachelor of Journalism, and Bachelor of Science in Business and Public Administration. Graduate degrees: Master of Arts, Doctor of Philosophy, Master of Education, Doctor of Education.

Graduate Work. Special provisions have been made to meet the needs of graduate students during the Summer Session of 1939. A wide variety of courses and research opportunities will be available.

The 1939 program will offer an educational challenge to regular University students, to teachers and school administrators who have vacation time in the summer, to those who desire to further special interests, and to all those who recognize the advantages which a summer session program makes possible. **Plan now to attend.**

For information about the Summer Session, write to

Dean Theo. W. H. Irion
Director of the Summer Session
Desk 1
212 Education Building
Columbia, Missouri



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BY BURLESON, CASH and McCORKLE

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